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ABSTRACT

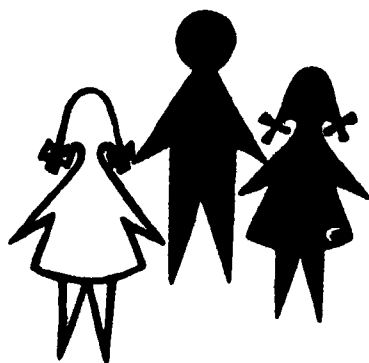
Intended as a guide for school administrators, teachers, parents, and physicians interested in the education of the exceptional child, the manual lists and briefly outlines services available to handicapped and academically talented students in the Washoe County (Nevada) Schools. Among the topics covered are the philosophy of special education; areas and incidence of exceptionality; definitions of handicapped children and criteria used in determining eligibility in terms of physical differences (such as impaired vision or speech), educational handicaps (such as learning disabilities), and intellectual differences (such as mental retardation); identification, referral, placement, and followup; and the role of special education within the total educational program. Described in terms of standards for staff members and students and instructional provisions are programs for the deaf and hard of hearing, blind and partially sighted, physically handicapped, home and hospital instruction, speech correction, educable and trainable mentally handicapped, emotionally disturbed, learning disabled, and academically talented. (LH)

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EDUCATION WITH
A SPECIAL FOCUS
ON THE NEEDS OF
STUDENTS

SPECIAL EDUCATION PROGRAMS



WASHOE COUNTY SCHOOL DISTRICT
RENO, NEVADA

WASHOE COUNTY SCHOOL DISTRICT
425 East Ninth Street
Reno, Nevada
89502

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PURPOSE OF THIS MANUAL

The purpose of this manual is to provide a guide for school administrators, teachers, parents, physicians and others interested in the education of the exceptional child. The Nevada School Code, Chapter 388, System of Public Instruction, Sections 388.080 through 388.520 provides means by which school districts may establish Special Education for these children.

In their desire to meet the needs of all students in our community, the Board of Trustees of the Washoe County School District has established and maintains a comprehensive program of education for physically and mentally handicapped minors. This manual lists and briefly outlines the services available in the Washoe County Schools.

PHILOSOPHY OF SPECIAL EDUCATION

School personnel have the responsibility of providing a program which meets needs of children, but they are equally responsible for knowing when children are unable to use the program provided and for providing appropriate supplementary help. Special Education is primarily an adjustment of the materials and techniques of instruction that will provide this supplementary help. In certain cases it requires major changes in the basic curriculum, but more often the fundamental needs of the handicapped child are the same as those of all children. Consequently, it indicates a belief that the goals of education established for most handicapped children can best be attained by remaining a part of the regular school rather than apart from it and it further indicates that although supplementary help is needed, the school principal and his faculty have a basic responsibility for the handicapped child as they do for all children enrolled in the Washoe County Schools. Finally, it indicates that Special Education has a responsibility to provide not only a specialized program, but to also provide supplementary help that will enable the handicapped child to make use of the regular program whenever possible.

Special Education is based on the concept that it is in the best interests of the individual and the community to expend effort and time in helping the handicapped child to reach his optimum development and as much self-sufficiency as possible, rather than relegating him to a life of dependency. This responsibility and the effort required to achieve it increase in proportion to the severity of the handicapped, but even with the most severely handicapped the emphasis is on preventive and curative help rather than on custodial care.

Above all, the philosophy emphasizes the importance of the individual and the extension to him of an opportunity for education no matter what his disability.

AREAS AND INCIDENCE OF EXCEPTIONALITY

The Washoe County School District provides services in the following general areas of exceptionality:

1. Aurally Handicapped *
 - a. Deaf *
 - b. Hard of Hearing *
2. Visually Handicapped *
 - a. Blind *
 - b. Partially Sighted *
3. Physically Handicapped *
 - a. Home and Hospital Services **
4. Speech Handicapped **
5. Educable Mentally Retarded **
6. Trainable Mentally Retarded **
7. Educationally Handicapped *
 - a. Emotionally Disturbed *
 - b. Learning Disabled *
 - c. Detention Hall **
8. Academically Talented *

Washoe County provides comprehensive services for those double starred (**) and partial services for those single starred (*).

As to their numbers, authorities have estimated and national surveys indicate that between 12.70 and 18.00 percent of the school population are in need of Special Education Services. These same estimates and surveys further indicate that less than 40 percent of those in need of these services receive them. The Washoe County Schools are presently well above the national average in respect to meeting the needs of the exceptional child.

Today, Special Education is generally considered a vital part of the total educational program and handicapped students are receiving optimum educational opportunities leading to productive and useful lives.

DEFINITIONS OF HANDICAPPED CHILDREN AND CRITERIA USED IN DETERMINING ELIGIBILITY

Section 388.440 of the Nevada School Code defines the handicapped child as follows:

Physically or mentally handicapped minor defined. As used in NRS 388.440 to 388.540, inclusive, 'Physically or mentally handicapped minor' means a physically or mentally defective or handicapped person under the age of 18 years who is in need of education. Any minor who, by reason of physical or mental impairment, cannot receive the full benefit of ordinary education facilities shall be considered a physically or mentally handicapped person for the purpose of NRS 388.440 to 388.540, inclusive. Minors with vision, hearing, speech, orthopedic, mental and neurological disorders or defects, or with rheumatic or congenital heart disease, or any disabling condition caused by accident, injury or disease, shall be considered as being physically or mentally handicapped.

From this composite definition, individual area definitions have been made in an attempt to establish some degree of uniformity in respect to eligibility for Special Education in the Washoe County Schools; however, actual eligibility of a child must be based on individual diagnosis by a legally qualified expert.

Criteria used for placement of handicapped children are listed below under three broad subdivisions, physical differences, intellectual differences and emotional differences.

PHYSICAL DIFFERENCES

Any physical disability which makes it impractical or impossible for the child to participate in and profit from the regularly provided school program may be considered for Special Education Services.

1. Crippling Conditions (Classroom and Itinerant Program)

(Certification Criteria: Orthopedically Handicapped, Mild Neurological Handicaps, Home and Hospital, Visually Handicapped, Aurally Handicapped and Speech Handicapped.)

Crippling condition which prevents the student from effectively participating in regular school activities, prevents observance of required safety measures such as fire drills, or requires so much of the regular classroom teacher's time that his presence in the classroom penalizes other students, may be considered for special class placement. The crippling may be due to congenital abnormalities, infection, metabolic disturbances, traumatic conditions and miscellaneous or unknown conditions. Individual examination by a qualified physician is required. (Occasionally, children with chronic medical problems are recommended for placement in the classroom program for physically handicapped children, but they are more often handled in the Home and Hospital Program or in the regular classroom with supportive help.)

2. Temporary Disabilities (Home and Hospital Program)

Students suffering accidents, injuries, illness or disabilities of a temporary nature which prevent regular classroom attendance for an extended period of time and who have been approved for special instruction by a physician shall be eligible for Home and Hospital instruction. Individual examination by a qualified physician is required. The minimum period of enrollment in the Home and Hospital program is four weeks.

3. Impaired Vision (Resource Room and Itinerant Visually Handicapped Programs)

BLIND CHILDREN, for the purposes of education, are considered to be those who have a total loss of vision or those with central visual acuity of 20/200 or less in the better eye with correcting glasses; or central visual acuity of more than 20/200 if there is a field defect in which the peripheral field has contracted to such an extent that the widest diameter of visual field subtends an angular distance no greater than 20 degrees. This definition is purposely broad in scope and is intended to serve only as a guide. In actual practice, any child approved by a physician as having a visual loss to such an extent that he should follow an educational program chiefly through the use of the Braille system and audio aids, may be included in the special program for educationally blind. Individual examination by a qualified physician is required.

PARTIALLY SIGHTED CHILDREN are those with a visual acuity of 20/70 or less in the better eye after the best possible correction, who can use vision as the main channel of learning. In actual practice, any child who in the opinion of eye specialists and educational specialists will benefit from special facilities provided for partially sighted children may be included.

4. Aurally Handicapped (Itinerant and Resource Room Programs)

DEAF CHILDREN are those children whose hearing is so seriously impaired that they cannot acquire communication skills by auditory means. Children who have reached the age of three are eligible for the program. Generally, only those students with a hearing loss of 75 decibels in the speech frequencies are considered for this special assistance. Factors such as social and emotional maturity and the child's ability to profit from a program are also considered. Individual examination by a qualified physician is required.

IMPAIRED HEARING students with a hearing loss between 20 and 75 decibels in the speech frequencies may be considered for special assistance. Factors such as age of onset, presence of other handicaps and the degree to which the child can profit from the resources available must also be considered. Individual examination by a qualified physician is required.

5. Impaired Speech (Itinerant and Resource Room Programs)

Children with articulatory defects, defects in speech organs, delayed speech, voice disorders, speech disorders associated with hearing loss, stuttering or speech impairment from other causes may be considered for special assistance. Individual examination by a qualified speech clinician is required.

EDUCATIONAL HANDICAPS

Emotionally Disturbed

There are few set rules that can be used in determining eligibility of the emotionally disturbed child. Traditional or artificially constructed classifications might be used, but they have little or no meaning for a program of education. Inasmuch as there are few, if any, psychological characteristics that are peculiar to the disurbed child, and no unitary pattern, eligibility must be determined by a qualified examiner through the use of individual, differential diagnosis.

Certification Criteria: Emotionally Disturbed Program

1. The child must be incapable of being educated effectively through regular classroom instruction.
2. A reasonable assumption that the child can benefit from the special facilities available.
3. While the child may be functioning as if retarded, there shall be no diagnosis of mental deficiency.
4. The child's behavior must not constitute a threat to the physical welfare of other students.
5. The child must be individually examined and the above conditions certified to by a competent psychologist recognized by the Nevada State Department of Education.

Learning Disabled

Programs for the educationally handicapped include services to children with learning disabilities who exhibit a disorder in one or more of the basic psychological processes of central-motor, central-perceptual, central-cognitive, and/or spoken or

written language. These disorders may be manifested in the areas of listening, thinking, talking, reading, writing, spelling or arithmetic. The performance on an individual psychoeducational evaluation administered by a certified psychologist is used as criteria for determining involvement in one or more of the above areas.

INTELLECTUAL DIFFERENCES

The Nevada State Law for Education of Physically or Mentally Handicapped Minors has fortunately avoided setting any specific Intelligence Quotient limits in respect to the definition of mentally handicapped children.

Two generally accepted groups for purposes of education are: Trainable Retarded and Educable Retarded. Broadly speaking, trainable children are those with an I.Q. score of between 25 and 55 on an individual type intelligence test; educable retarded are those with an I.Q. score between 56 and 80 on an individual intelligence test. Intelligence test scores are not completely accurate as predictors of achievement. Consequently, social and achievement criteria are also included and are considered to be equally as important as the results of the intelligence test.

Certification Criteria: Educable Retarded and Trainable Retarded (Classroom Programs)

Educable Retarded

1. An Intelligence Quotient (I.Q.) score between 55 and 80 on an individually administered, nationally standardized test of intelligence.
2. A Social Maturity Quotient (S.Q.) score between 60 and 80 or a rating by the examiner indicating sufficient social competency to participate in and benefit from a semi-integrated school program.
3. Academic performance at least one standard deviation below that which would be expected of a typical child of comparable age.
4. The student must be individually examined and the above conditions certified to by a competent psychologist certified by the Nevada State Department of Education or a person serving under the direction of such a psychologist.

Trainable Retarded

1. An Intelligence Quotient (I.Q.) score between 25 and 55 on a nationally standardized, individually administered test of intelligence.
2. A Social Maturity Quotient (S.Q.) score between 25 and 60 or a rating by the examiner indicating social competency to the extent that the child is capable of cooperating with his teacher and his peers.
3. The child should be ambulatory and toilet trained.
4. The child should have sufficient communication skills to make his needs known.
5. The child must be individually examined and the above conditions certified to by a competent psychologist certified by the Nevada State Department of Education or a person serving under the direction of such a psychologist.

IDENTIFICATION - REFERRAL - PLACEMENT AND FOLLOW-UP

Handicapping conditions are often not identified until a child has entered school and even then he is seldom identified until he has had difficulty.

The delay in identifying the child prior to the time he is admitted to school is occasionally due to a lack of a basis for comparison by the parents. More often, however, it comes about because the parents fear the effects that the disability will have upon the child in school. Any description of identification, referral or placement procedures must, therefore, be prefaced by a statement regarding the importance of establishing a relationship with the parents and keeping them informed through accurate and understanding reporting.

Simply telling parents that their child should be placed in a special program does not assure acceptance by the parents that special help is needed or will be helpful. Initially, parents must be assured that their views regarding the child are wanted and that their suggestions for helping him are important. They must feel that educators want to work with them to help their child and they must be fully and accurately informed of the child's difficulties. Finally, they must be informed of the



opportunities that are provided to help the child overcome or adjust to these difficulties by placement in a small class, and the individual help and specialized instructional techniques he will receive.

Providing this type of help to parents is a slow process and often requires repeated efforts on the part of the educator. Only when this is done, however, does the parent emotionally accept the child's difficulties and, in turn, the help that is required.

SCREENING AND REFERRAL PROCEDURES

Aside from direct physician and parent or school nurse referral, group testing and screening and teacher referral are the most effective means of obtaining initial information concerning handicapping conditions. Group screening and testing have the advantage of allowing large numbers of children to be tested in a short period of time, but they lack the extended personal observations that can be provided only by the classroom teacher. In combination, these two sources of information provide the most accurate means of determining which children should be referred for individual evaluation.

REFERRAL PROCEDURES

- I. Impaired Hearing
 - a. Parent, physician, State and County Health Departments, school nurses and classroom teachers.
 - b. Routine screening program carried on by school nurses and classroom teachers.
 - c. All students referred for speech correction are screened for hearing loss.
 - d. Referrals made directly to the Special Education Department.
- II. Impaired Vision
 - a. Parent, physician, State and County Health Departments, school nurse, principal, and/or teacher referral.
 - b. Routine screening program carried on by school nurses and classroom teachers.
 - c. Referrals made directly to the Special Education Department.
- III. Crippling Conditions
 - a. Parent, physician, State and County Health Departments, school nurse, principal and/or teacher referral.
 - b. Routine screening procedures carried on by school nurses and classroom teachers.
 - c. Referrals made directly to the Special Education Department.
- IV. Temporary Disabilities (Home and Hospital Instruction)
 - a. Parent, physician, principal, counselor and/or classroom teacher referral.
 - b. Referrals made directly to the Special Education Department.
- V. Impaired Speech
 - a. Parent, physician, State and County Health Departments, school nurse, principal and/or classroom teacher referral.
 - b. Routine screening program carried on by school speech clinicians.
 - c. Referrals made directly to the Special Education Department.
- VI. Intellectual Differences
 - a. Parent, physician, State and County Health Departments, principal and/or classroom teacher referral.
 - b. Routine testing program carried on by the Washoe County School Guidance Department.
 - c. Referrals made to the Guidance or Special Education Department.

VII. Emotional Differences

- a. Parent, physician, State and County Health Departments, school nurse, principal and/or classroom teacher referrals.
- b. Referrals made to the Department of Testing and Guidance or Special Education Department.

INDIVIDUAL EVALUATION, PLACEMENT AND FOLLOW-UP

After referral and before placement, there is an individual evaluation. The evaluation for each type of disability must be conducted by a legally qualified examiner.

Each evaluation shall include assessment of intellectual characteristics, educational characteristics, social and emotional characteristics and when applicable, physical characteristics. This is the most important single phase of the entire placement procedure for unless extreme care is used, there is the danger of placing children in special classes and programs when it is not in their best interest to do so. Protection against such occurrences is the primary purpose of individual evaluation. This method assures the examiner an opportunity to personally observe the child and the effect of the disability upon his performance.

The combined individual evaluations and pertinent information from other sources form the overall evaluation which is then forwarded to the placement committee for appropriate placement.

Placement Committee

Washoe County School District policy charges the Director of Special Education Services with responsibility for placement. To implement this policy, a placement committee composed of the following members assist with admissions and dismissals:

1. Director of Special Education Services
2. Coordinator of Special Education Services
3. Principal of referring school
4. Principal of the host school
5. One or more of the following certified school personnel appropriate to the placement being made: Director of Guidance Services, school psychologist, school psychometrist, transportation representative, school nurse, speech clinician, classroom and/or Special Education teacher.

Placement in all programs is made after securing the following:

1. Parent or guardian consent
2. Evaluation
3. Committee or committee chairman consent
4. Consent of the referring and receiving principal

All placements are made on a trial basis until such time as parents and school personnel have had adequate opportunity to evaluate the effects of placement upon the individual and the group. In the event of multiple handicaps, the major handicap in respect to the effect upon education shall take priority in determining placement.

Request for transfer or dismissal may be made by the parent or guardian, members of the Placement Committee, principal and/or staff members of the host school. Parent or guardian and the receiving principal will be notified of transfer or dismissal.

Criteria

Transfer

A transfer may occur if the following changes emerge:

1. Improvement to such a degree that special assistance is no longer needed.
2. Improvement that warrants trial placement in a regular program with supplementary assistance.
3. Trial placement period indicates eligibility for another type of special placement.

Dismissal

Dismissal may occur for the following reasons:

1. Educational or social or physical inability to profit from the special program.
2. Behavior that is inimical to the welfare of other children.

Follow-up

Evaluation is, of necessity, a continuous process. Even the most comprehensive evaluation is based upon representative samples of behavior and is not intended as a

substitute for long-term observation. Consequently, periodic reevaluation must be made to determine growth, change and changing circumstances that may have occurred after placement.

1. Reevaluations are to be made at least once every three years unless recommended earlier by the principal and/or Special Education personnel.
2. In those programs in which educational diagnosis is considered to be an integral part of the program, reevaluations are to be conducted as often as the changing needs of the child's demand.

In reevaluations, as in the original evaluation, parents must be kept informed of the child's performance and the effect of the disability upon performance.* Many parents, especially those of elementary school age children, are of the opinion that special help will overcome the disability. While this may be true in certain programs such as Speech, Emotionally Disturbed or Temporary Physical Disabilities, it is seldom true in most of the other programs. Especially in the area of retardation, the parents must be helped to understand the long-term effects of the disability and must be kept informed that special instruction does not increase the ability of the child, but rather allows for the best use of existing ability.

*It is imperative that when a teacher requests a conference the parents avail themselves as the welfare of the child is involved.

GENERAL INFORMATION

AURALLY HANDICAPPED PROGRAMS

The Aurally Handicapped are those students who, as a result of hearing impairment, require the services of special classes or programs in order to promote effectively their educational growth and development.



THE DEAF

Students between the ages of 3-18 with a hearing loss of 80 decibels or more in the speech frequencies, as determined by an individual examination conducted by a certified audiologist or licensed physician who specializes in the area of hearing problems, are eligible for this program.

Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time for the Deaf are as follows:

a. Maximum enrollment

Preschool	6	Middle School	10
Primary	6	Senior High	12
Intermediate	8		

b. When levels are combined, the maximum enrollment at any one time shall be the maximum of the lower level represented within the group. No more than two consecutive levels should be combined.

c. During the time that a teacher's aide is serving in the program, these enrollments may be increased by not more than four pupils.

The Program for the Deaf

Special instruction for Deaf children at the pre-school and elementary level is offered by the Washoe County School District. Children who have reached the age of three are eligible to apply for admission. The classroom is located at the Veterans Memorial School, 1200 Locust St., Reno, Nevada, and children are transported daily from their homes to that school.

The program concentrates on language development with emphasis on oral as well as written language. Children who enter the pre-school program at the age of three begin to socialize, to identify objects and colors and take part in nursery school activities. They receive individual instruction in speech and lip reading daily. At the elementary level, they continue to receive specialized auditory training and learn reading and writing.

At the present time, Deaf children at the secondary level are sent to out-of-state schools for the deaf. The out-of-state program is conducted and financed by the Nevada State Department of Education. For further information concerning the out-of-state program, parents may contact the Director of Special Education Services, Washoe County School District or the Consultant, Exceptional Pupil Education, Nevada State Department of Education, Carson City, Nevada.

THE HARD OF HEARING

Only those students with a hearing loss between 25 decibels and 80 decibels in the speech frequencies, as determined by an individual examination conducted by a certified audiologist or licensed physician who specializes in the area of hearing problems are to be eligible for this program.



Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time for the Hard of Hearing are as follows:

a. Maximum enrollment

Preschool	6	Middle School	10
Primary	6	Senior High	12
Intermediate	8		

- b. When levels are combined, the maximum enrollment at any one time shall be the maximum of the lower level represented within the group. No more than two consecutive levels should be combined.
- c. During the time that a teacher's aide is serving in the program, these enrollments may be increased by not more than four pupils.

The Program for the Hard of Hearing

The program for the Hard of Hearing children in Washoe County provides a resource room for those elementary school children who need daily help in speech-reading, auditory training and the language arts. The program is located at the Roger Corbett School, 1901 Villanova Dr., Reno, Nevada, and children are transported daily from their homes to that school. As the students progress through this program, they attend the middle and senior high school in their attendance area and receive help from an itinerant resource teacher.

Services are extended to students with hearing problems severe enough to cause learning difficulties without additional help. This could include children with a mild hearing loss ranging down to, but not including those with total deafness. Hard of Hearing students are referred to the Director of Special Education, and if the required criteria are met, they may be enrolled. Referrals may be made by parents, school personnel, medical doctors and social and welfare agencies.

In this program, as in all others, the multiply handicapped child is admitted to the program which meets his most urgent needs. The resource teacher for the Hard of Hearing serves as a consultant in the event that a child with a hearing problem is placed in another type of program. The program is fully integrated in that each child is enrolled in a regular classroom and participates in the curriculum and activities required of all other children. The child receives assistance from the resource teacher on a regular basis. In addition to speech-reading, auditory training and other skills directly related to the hearing loss, the student receives individual help in skill subjects such as reading or arithmetic. The amount of time a student receives each day is dependent upon his individual needs. In all cases, however, the child is encouraged to seek any type of special assistance that he may need from the resource teacher. The resource teacher is also available to the classroom teacher as a consultant and may assist in preparing special material that will be of assistance to the child in the regular classroom.

Each student is expected to meet the curriculum requirements of his grade or level. He receives identical texts and materials and is considered to be a member of that classroom. Close cooperation between the regular classroom teacher and the resource teacher is maintained so that the child with a hearing loss can take part in the regular program and contribute as a member of his class.

VISUALLY HANDICAPPED PROGRAMS

The Visually Handicapped are those students who, as a result of visual impairment, cannot satisfactorily benefit from or participate in a typical public school classroom program without the addition of special instruction and equipment.

THE BLIND

Blind students are considered to be those students whose visual acuity with correcting lenses does not exceed 20/200 in the better eye, or whose vision in the better eye is restricted to a field which subtends an arc of not greater than 20 degrees.

Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time for the Blind are as follows:

a. Maximum enrollment

Preschool	6	Middle School	8
Primary	6	Senior High	10
Intermediate	8		

b. When levels are combined, the maximum enrollment at any one time shall be the maximum of the lower level represented within the group. No more than two consecutive levels should be combined.

c. During the time that a teacher's aide is serving in the program, these enrollments may be increased by not more than four pupils.

THE PARTIALLY SIGHTED

The Partially Sighted are those students with a visual acuity of 20/70 or less in the better eye after the best possible correction, and who can use vision as the main channel of learning. An individual examination by a licensed ophthalmologist or optometrist is required to be eligible for placement in a program for the Partially Sighted.



Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any time for the Partially Sighted are as follows:

a. Maximum enrollment

Preschool	6	Middle School	8
Primary	6	Senior High	10
Intermediate	8		

- b. When levels are combined, the maximum enrollment at any one time shall be the maximum of the lower level represented within the group. No more than two consecutive levels should be combined.
- c. During the time that a teacher's aide is serving in the program, these enrollments may be increased by not more than four pupils.

The Program for the Visually Handicapped

Washoe County maintains a resource or integrated type of program for the education of children who are Visually Handicapped. Services are intensive in the elementary grades with periodic itinerant services in the middle and high schools. The program is located at the Echo Loder School, 600 Apple Street, Reno, Nevada, and children are transported daily from home to that school.

Services are extended to children who have a vision problem severe enough to cause learning difficulties without extra help. This would include children with a visual acuity ranging from 20/70 down to total blindness; who may have a good acuity but a severe limitation of visual field; or who may be undergoing medical care of the eyes and need temporary help because of it.

Students are referred to the Director of Special Education and if they meet the required criteria, they may be enrolled. Referrals may be made by parents, school nurse, classroom teacher and principal, medical doctors, welfare agencies, medical agencies, etc. If a child has multiple handicaps, he will be admitted to the program which meets his most urgent need. The resource teacher may serve as consultant if a visually handicapped child with other disabilities is placed in another type of program. The cerebral palsied child, for example, may have visual problems but most need the services of the physically handicapped program. The resource teacher could then be consulted to meet the needs created by visual limitations.

In the integrated program, each child is enrolled in the regular classroom and participates in the curriculum and activities of that class for as much of the day as he is able. He goes to the resource teacher for any special help that he may need to enable him to keep up with his sighted classmates. The amount of time per day that each child spends with the resource teacher depends on his individual needs and will vary from a few minutes a week to several hours a day.

The resource teacher is available to the classroom teachers as a consultant and to prepare materials in media that are useful to each child, i.e., braille or large print.

Each child goes through the curriculum for his grade. He is provided with texts and other materials to enable him to do his work. In addition, he has instruction in braille writing and reading from the special teacher, if this is the medium that he uses. Low vision children receive whatever extra help they need in reading and writing from the special teacher. This extra help is supplemental to that received in the regular classroom.

Visually Handicapped children learn print typing when they are in the fifth grade or as soon as they have mastered writing either with a pencil or brailier. Meanwhile, they receive specialized approaches to mathematics and the regular curriculum for their grade or level. Travel training as offered by the Nevada Services for the Blind and personal adjustments are the two areas of emphasis which differentiate the curriculum of the Visually Handicapped child from that of the typical child. Aside from these two variations, the curriculum differs in the method of teaching rather than in content.

The visual limitation of these children makes it difficult if not impossible for them to maintain the educational, social and emotional growth of the typical child. They do, therefore, require special guidance, special educational media and approaches, and occasional substitutions rather than omissions in the curriculum.

The principal and regular classroom teachers and other staff members of Echo Loder School are familiar with the special needs of the Visually Handicapped children and the experience and special training they have received makes each staff member a resource person capable of assisting the special instructor to meet these needs.

PHYSICALLY HANDICAPPED PROGRAMS

The Physically Handicapped are those students with average or above average intelligence whose physical condition prevents them from effectively participating in a typical classroom situation.

THE PHYSICALLY HANDICAPPED

Eligibility for the Physically Handicapped program requires an individual examination by a licensed physician and an individual psychoeducational examination by a certified psychologist or by a psychometrist serving under the supervision of a psychologist.



Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time are as follows:

a. Maximum Enrollment

Preschool	6	Middle School	10
Primary	8	Senior High	12
Intermediate	10		

- b. When levels are combined, the maximum enrollment at any one time shall be the maximum of the lower level represented within the group. No more than two consecutive levels should be combined.

- c. During the time that a teacher's aide is serving in the program, these enrollments may be increased by not more than four pupils.

The Program for the Physically Handicapped

Special classes offer physically disabled students trained teachers who can adapt the school curriculum to fit the needs of the individual child. The classes are very limited in number so that each child receives individual help, and transportation is available to and from Roger Corbett School, 1901 Villanova Dr., Reno, Nevada, where the program is located.

After a brief period in a special classroom, the teacher, the principal and the Director determine which of several approaches will be of most benefit to the child.

1. Regular class attendance with regular periods of individual help.
2. Special class placement combined with regular classroom attendance.
3. Special class placement with regular periods of individual help.

The child in any one of these educational approaches follows essentially the same curriculum that would be offered him in a typical class. Adaptations are made in time to allow for completion of assignments, and the reduced number allows a more varied and individual approach by the teacher.

In each case, the child is encouraged to be as independent as the physical disability allows. Every effort is made to integrate the child into the entire school program rather than confining him to a special class, separate and apart.

The classrooms have been specially designed so that there is ample room for wheelchairs, orthopedic equipment and the individually constructed desks that some of the students require. The restrooms, play areas and classrooms are all readily accessible to students in wheelchairs and an attendant is available for those students requiring help in meeting their personal needs. Physically handicapped students are, for the most part, capable of following the same curriculum as the typical student. Often, however, they are behind other students because they have been confined to hospitals or because fatigue prevents introduction of the complete curriculum. Great effort is made, therefore, to enrich the special curriculum in those areas most affected by the student's handicap.



These intensive efforts are focused upon the students in the elementary grade so that many may return to a regular elementary classroom. Usually students from this program are enrolled in a regular middle and senior high school. For those students unable to pursue a program in the secondary schools, home and hospital teachers are available.

HOME AND HOSPITAL PROGRAMS

Regular students, who for reasons such as illness, surgery, accidents, etc., require instruction in a home or hospital setting, need only to be certified by a licensed physician for this program.

Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum Enrollment

- a. The case contact for teachers providing instructional services to physically handicapped students confined to home or hospital shall not exceed ten students per week.
- b. Students are enrolled in the program for a minimum of four weeks.



The Home and Hospital Program

The Washoe County School District provides individual instruction for school age students confined to their homes or to hospitals over an extended period of time as a result of accidents, surgery, non-contagious illnesses, pregnancy, physical and/or mental handicaps. Also, home and hospital services may be extended to students who have been dismissed from school because of certain emotional or behavioral problems.

The purpose of this type of instruction is to keep such students on a grade basis comparable to their age group when the physical condition of the student makes such work possible. The home and hospital teacher attempts to keep in touch with the student's regular teacher and tries to do about the same kind of work that is in progress at school and works very closely with the classroom teachers to whom the permanent home and hospital student would normally be assigned.

Parents of students in need of home and hospital instruction should contact the school in which the student is enrolled or the Director of Special Education, Washoe County School District, 425 East Ninth Street, Reno, Nevada.

An application provided by the Washoe County School District must be completed by the parent/guardian and the physician certifying that the student cannot receive instruction in any other way at the present time, and that, in the physician's opinion, the student will be confined more than twenty school days from the date the application is received in the Office of the Director of Special Education.

Referrals may be made by the parents, school personnel, medical or welfare agencies, but the parents or legal guardian must request the services before the teacher may enter the home.

If a student from another school district is confined within Washoe County, service may be extended if requested by the school superintendent of the district in which the student resides. Service will be extended to students outside the district only when teaching time is available. Washoe County students will receive precedence.

The teacher gives instruction at the home or the hospital for not less than two and one-half hours nor more than three hours per week. She provides the required materials, and during this time, plans and checks the progress of the student's work, and gives full instruction on all new material that is to be covered.

Teacher-parent cooperation is essential to the success of this program. The instruction periods are brief but adequate if the teacher, parent, and student cooperate to insure that the time limits are observed; that there is a quiet, isolated place to work; and that assignments are prepared soon after the teacher's visit so that instructional time is not wasted. It is the responsibility of the parent to notify the teacher when a lesson must be cancelled in time to prevent the teacher from making an unnecessary trip.

The Home and Hospital program is designed to be as flexible as possible, so that work can be spaced to fit in with the physician's instructions and the student's tolerance for work, however, instructional time must be confined to Monday through Friday, between the hours of 8:00 a.m. and 5:00 p.m.

Home and Hospital teachers are fully qualified instructors certified by the State Department of Education as regular employees of the Washoe County School District and their services, as well as books and materials, are provided without fee for public school students.

Grades are given by the Home and Hospital teachers just as they are in other schools and are recorded at the student's school to determine his final grades.

SPEECH HANDICAPPED PROGRAMS

The Speech Handicapped are those individuals whose speech deviates so far from the norm that it calls attention to itself, interferes with effective communication or causes the individual to be conscious of his impairment. Eligibility is determined through screening and testing procedures by a certified Speech Therapist.

Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time is as follows:

The case contact for a Speech Therapist shall not exceed 70 students.

The Speech Correction Program

Speech Correction services in the Washoe County Schools are maintained at all grade levels and are also extended to students with other handicaps. This service is a part of and not a part from the whole school program and is charged with the responsibility of assisting with the total development and adjustment of all students as well as the individual child in need of speech correction.

Services are extended when, in the opinion of a trained clinician, a student's speech draws adverse attention to himself and warrants training. The speech clinician, with the aid of appropriate tests and consultations, uses his professional judgment to determine which students are eligible for the service.

Students are referred by teachers, principals and parents. Referrals from outside agencies or professional persons may be made directly to the Special Education Department.

The student receiving speech correction is enrolled in and proceeds with a regular school program. The speech clinician and classroom teacher determine the most convenient time for

training. Frequently, in the best interest of the pupil compromises in the school schedule will have to be made, but plans are made so that there is regular and punctual attendance.



These conditions are true at all levels, but occasionally modifications must be made at the middle and high school levels because a speech defect at this age is a more difficult problem.

The individual needs of pupils and the number requiring speech help determine the length of time a correctionist spends in a school. Time is apportioned so that conferences, planning and records maintenance may be included. The equivalent of one-half day per week is set aside for these activities.

The nature of the defect, the age of the pupil, class schedules and available time determines whether the training will be conducted in a small group or on an individual basis.

The more frequently a student is seen, the more effective will the training be. The nature of the defect and the needs of the child are instrumental in scheduling the frequency and

the length of the lessons. The majority of the students are seen once a week, either individually or in small groups. In isolated cases, some students are seen more frequently.

- Close cooperation between the clinician and teacher assures that the child will not be penalized for the time spent in speech correction and instills in the child a desire to attend the speech correction classes.

Speech clinicians recognize that certain speech problems result from physical conditions such as hearing problems, neural damage, cleft palate and anomalies of the speech mechanism. Consequently, close cooperation is maintained with the child's family physician in those cases where therapy is contingent upon medical treatment and recommendation. Each child enrolled in the speech program is given an audiometric test. Speech surveys and hearing tests are given at the beginning of each school year.

THE MENTALLY HANDICAPPED PROGRAMS

The mentally handicapped are those students who, as a result of ineffective intellectual functioning, are unable to profit educationally from a typical classroom situation.

THE EDUCABLE MENTALLY HANDICAPPED

The performance on an individual psychoeducational evaluation shall fall within the I.Q. range of 50 to 75 in order for a student to be eligible for this program. (The psychologist may make a recommendation for placement of children falling outside the above parameters.)



Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time for the Educable Mentally Handicapped are as follows:

a. Maximum Enrollment

Preschool	8	Middle School	14
Primary	10	Senior High	14
Intermediate	12		

b. When levels are combined, the maximum enrollment at any one time shall be the maximum of the lower level represented within the group. No more than two consecutive levels should be combined.

c. During the time that a teacher's aide is serving in the program, these enrollments may be increased by not more than four pupils.

The Educable Mentally Handicapped Program

Classes for the slower learning children referred to as "Educable Retarded" are maintained at all levels, from first grade through high school. Organization of these classes involves many factors such as:

1. Integration into portions of the regular school program.

Efforts toward integrating special students into portions of the regular school program and the philosophy behind it is based on the concept that contact is advantageous to both typical and special students. The special student is helped in social and emotional growth and in certain areas where he is capable of meeting the requirements of a typical class, he is helped academically. The typical student is helped to better understand individual differences and human relations.

In the elementary areas, recess lunch periods and before and after school activities are shared. Music, physical education and all other school programs conducted during the day are also utilized to provide contact.

At the middle and high school levels, all activities and many class programs are fully integrated into the regular school program.

2. Grade levels, grouping and geographical locations.

At all levels, students are grouped on the basis of chronological age. In the elementary schools, children that would regularly attend grades one through three are placed in the primary unit or Unit I. Those children whose chronological age would place them in grades four through six are placed in the intermediate area or Unit II. These units are regular size classrooms and are an integral part of a neighborhood elementary school.

Special classes are also conducted in each middle and high school. Consequently, Special Education students at both levels attend the middle or high school in their area. Special Education programs for middle school students are grouped into special units housed within a typical middle school. Students in grades nine through twelve are grouped into special units housed within a typical high school.

3. Transportation

Special Education students residing in an attendance zone regularly served by a school housing an appropriate Special Education program are expected to walk to school as do all other children in that zone. Those children residing outside these attendance zones are transported to the school nearest their home or the school that will best meet the needs of the child.

4. Curriculum

Slower learning students are provided a curriculum adapted to their mental age, their approximate development age and their social maturity. The curriculum, particularly at the intermediate and middle school levels is an adopted form of that planned for typical students of comparable development. These students are more like typical students than unlike. Consequently, emphasis is placed upon these similarities in all areas including curriculum.

Primary Curriculum (Mental and Social Age Below 6)

These children regardless of chronological age are given pre-reading experiences, personal hygiene, motor and sensory training, speech improvement and related activities.

Intermediate Curriculum

Adapted form of the typical curriculum. Additional emphasis is given to the development of social skills.

Middle School Curriculum

Adapted form of the typical curriculum with continued emphasis upon basic skills. Introduction of the Occupational Education Curriculum. Job exploration, budgeting, personal health, citizenship and related skills are introduced in detail.

High School Curriculum (Occupational Education Curriculum)

Students are given an opportunity to participate in a work-study plan in which a portion of the day is devoted to classroom activities and a portion of the day in practical, gainful employment. The curriculum is individualized so that it is directly related to the employment of each student.



The Washoe County School District employs a full time Vocational Counselor for Special Education. The Vocational Counselor places and observes the student on the job and periodically confers with the employer. The information gained is then brought back into the classroom so that the information may be applied in the classroom program.

Continued emphasis is placed upon personal relationships, health and the academic skills necessary to successfully fulfill the demands of the training situation.

THE TRAINABLE MENTALLY HANDICAPPED

The performance on an individual psychoeducational evaluation shall fall between the I.Q. range of 25 and 50 in order for the student to be eligible for this program.

Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time for the Trainable Mentally Handicapped are as follows:

a. Maximum Enrollment

Primary	8	Middle School	10
Intermediate	10	Senior High	12

b. When levels are combined, the maximum enrollment at any one time shall be the maximum of the lower level represented within the group. No more than two consecutive levels should be combined.

c. During the time that a teacher's aide is serving in the program, these enrollments may be increased by not more than four pupils.

The Trainable Mentally Handicapped Program

The Washoe County School District maintains a public school program for Trainable Mentally Retarded minors between the ages of six and eighteen.

The services of the school program are extended to those pupils in the District who are termed severely mentally retarded, but who do not require custodial type care. Multiple handicapped pupils are placed in school programs on the basis of their most urgent needs, but mental retardation assumes primacy for placement in all Special Education programs in Washoe County.

These programs have been established for the purpose of providing experiences that will enable youth to develop personally and socially to the extent that they can become economically useful in their own homes. Some, with the training provided by the school program, will be able to participate in a sheltered workshop type of development. A few will be able to achieve a limited degree of independence and self direction in simple types of regular employment in the community with the help of the school and local businesses. It is to achieve these important goals that the program for the severely mentally retarded pupil was initiated, and is maintained by the Washoe County School District. The program is conducted in a school setting and affords youth constant opportunity for success on their own level of achievement and at their own pace. Emphasis is placed upon training, but as trainability exists in degrees, provision is made for pupils at the upper levels who are capable of profiting from instruction. Each pupil is helped to determine and develop individual abilities. The emphasis is, however, placed upon cooperation and participation in all or most class activities where training is given in developing acceptable conduct, punctuality and responsibility. In this program, the specific purpose of the schools is to assist the family in developing acceptable behavior patterns and instilling this behavior and the accompanying attitudes through training.

The public school program for the Trainable Mentally Retarded is located at the McKinley Park School, 925 Riverside Dr., Reno, Nevada. This building is specially equipped and staffed.



A second program for Trainable Retarded Children is conducted at the Nevada Mental Health Institute. In 1966, the Board of Trustees approved a cooperative agreement between the Washoe County School District and the Nevada Mental Health Institute. Under this agreement the District provides certified teachers and classes are held at the Institute at 480 Galletti Way, Sparks, Nevada. Classes at the Institute School are limited to students residing at the Institute.

Classes for the severely mentally retarded are the only Special Education classes which are not integrated into neighborhood schools. Since the program serves the entire Washoe County area, a specially trained staff is needed and all the pupils are housed in segregated buildings. Qualified teachers who must meet or exceed State certification requirements and show evidence of specialized training are employed for these classes. In order to assure individual help by the teachers and to provide time for ancillary personnel such as the school psychologist and school speech therapists, the classes are limited in number. The reduced class size also permits school information and reports of the students' progress to be transmitted through individual parent-teacher meetings.

School bus transportation to McKinley Park School is provided within the city limits of Reno and Sparks for each pupil from a point convenient to his home to go to school each day. It is limited to those pupils capable of riding a school bus without supervision other than that provided by the bus driver.

The McKinley Park School building has special equipment provided for the various activities which are designed to meet the needs of a severely retarded pupil. The students are under close personal supervision at all times during the day, including the lunch and recess periods. Every opportunity is utilized during the day to provide training in as many areas as possible.

There are no grade levels maintained in the program for the severely mentally retarded. Students in the program are for the most part grouped chronologically. Physical development and social maturity are also factors which influence placement.

There are three levels--one for the primary pupils from six to nine, one for the intermediate pupils from ten to twelve and the third for students from thirteen to eighteen.

The school program for the severely mentally retarded student includes experiences in group and family living. Knowledge of the community and the recognition of the necessary community symbols and signs are made through direct field trips in the community surrounding the school. To aid in the development of motor skills a full-time program of Adaptive Physical Education has been initiated through funding provided by a Title III federal grant. The development of recreational interests and hobbies is encouraged by sharing and planning in the classroom with records and other collections and on the playground through simple organized games.

The program at all levels is designed to encourage acceptable habits of personal behavior, such as cleanliness, good health habits, manners and the ability to care for personal needs. Activities are designed to improve speech and the ability to communicate needs and ideas to others. The development of good coordination is encouraged in walking, sitting, and the use of the hands. Acceptable work habits are developed by encouraging cooperation with others and the acceptance of direction. Each pupil is helped to achieve independence by learning to complete a simple project and to clean up after himself. He is encouraged to respect the rights and property of others, and to cooperate with adults and other members of his group. His participation in group activities is encouraged.

as well as his ability to work alone. Training experiences are provided to enable each individual to develop to the fullest extent the limited abilities he may possess. Although the program emphasis is of necessity on self-help, habit formation and social training, there is provision for experiences in the academic skills for those who show the ability to profit from them.



Parent cooperation is essential to the success of the program. Parent-teacher conferences are an important part of the program. Such conferences provide for the teachers the opportunity to work closely with the parents of each student. They also provide the school with the opportunity to offer counseling and guidance to the parents in order to effect a better understanding of the pupil in the school as well as at the home.

THE EDUCATIONALLY HANDICAPPED

The Educationally Handicapped are those students who, as a result of emotional disturbances and/or learning disabilities, require a differentiated educational program in order to make constructive use of their school experience. Children detained in detention homes or correctional institutions are educationally handicapped.

THE EMOTIONALLY DISTURBED

The performance on an individual psychoeducational evaluation shall determine that the emotionally disturbed are those students with persistent maladjustive behavior.

THE LEARNING DISABLED

Children with learning disabilities exhibit a disorder in one or more of the basic psychological processes of central-motor, central-perceptual, central-cognitive, and/or spoken or written language. These disorders may be manifested in the areas of listening, thinking, talking, reading, writing, spelling, or arithmetic. The performance on an individual psychoeducational evaluation shall determine the involvement in one or more of the following areas:

1. Marked discrepancies between intellectual achievement potential and achievement level.
2. Perceptual motor impairment (auditory, visual, haptic).
3. General orientation defects (space, time, body image).
4. Disorders of speech and language.
5. Developmental disparity in processes related to education (auditory, visual, haptic).



Program Standards (The Emotionally Disturbed and the Learning Disabled)

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time for the Educationally Handicapped are as follows:

a. Maximum enrollment

Primary	10	Middle School	14
Intermediate	12	Senior High	14

b. When levels are combined, the maximum enrollment at any one time shall be the maximum of the lower level represented within the group. No more than two consecutive levels should be combined.

c. During the time that a teacher's aide is serving in the program, these enrollments may be increased by not more than four pupils.

The Program for the Educationally Handicapped

Services for students diagnosed as Educationally Handicapped are divided into three related but separate programs. These are: (1) the segregated class, (2) the resource teacher program, and (3) the program at Wittenberg Hall detention facility.

Although the pupil is enrolled in and is a member of a special class, he participates in the activities required of all students and is expected to meet the curriculum requirements of his grade or level. Care is exercised so that the teacher with whom the pupil is placed, not only holds a special State certificate to teach the Educationally Handicapped, but also has sufficient experience to deal with the problems involved.

These students are characterized by factors which tend to impede the normal learning process. Many exhibit distractibility and an inability to refrain from responding to any stimuli. This creates a severe problem in respect to the mechanics and routine required in a regular classroom. In addition, and possibly even more disabling in respect to education, is the inability to perceive educational concepts.

as a whole or total. Instead, these students often react to parts of a total idea and have difficulty seeing the relationships between parts, which is necessary for mastery of an educational concept. Still another problem exhibited by many of these students is perseveration or an inability to shift from one type of educational activity to another.

In addition to programs for the Educationally Handicapped in regular schools, the Washoe County Juvenile Probation Department and the Washoe County Schools cooperate to extend a balanced education and training program to students in detention. The academic needs of these students and the educational approach required to meet them vary with the students enrolled. Some of the students are in need of remedial assistance, consequently, the primary educational approach is diagnostic and remedial. Intensive effort is made to assist those students with special academic difficulties. Individual and small group assistance is directed toward improving handwriting, developing vocabulary, and finding and correcting omissions in the basic skill areas of reading and arithmetic. The blocks of time devoted to these areas are designed to assist the student discover and correct weaknesses that create difficulties for him in the regular classroom.

A second group is made up of average or better than average students who need assistance in keeping their school work current. These students receive the services of teachers at Wittenberg Hall so that they may return to the classroom without penalty.



In fact, since most of the students enrolled will return to the Washoe County Schools, it is in the best interests of all concerned that the role of Wittenberg Hall be seen as a therapeutic approach rather than a holding operation.

The academic portion of this therapeutic approach is coordinated with a second curriculum supervised by the Director of Wittenberg Hall. Classes and individual instruction are given in food preparation, arts and crafts. In addition, the students are helped to learn acceptance of responsibility and authority through a balanced program of school work, Hall duties and recreation.

With the special help provided by understanding teachers, many of these students compensate for their disabilities and return as contributing members to a regular class without penalizing other students or themselves.

THE ACADEMICALLY TALENTED

The Academically Talented are those students whose level of mental development is so far advanced that they have been identified by professionally qualified personnel as those who require differentiated educational programs and/or services beyond those normally provided by regular school programs in order to realize their contribution to self and society.

The performance on an individual psychoeducational evaluation shall determine an intelligence quotient as measured by nationally recognized, standardized intelligence and/or achievement tests which places the child in the upper two percent of the population. In addition, an academically talented student shall manifest outstanding academic achievement and sufficient evidence of creative and productive thinking.

Program Standards

1. Staff

Teachers shall hold a certificate in the area of Exceptional Pupil Education with an endorsement in the area of their major teaching responsibility.

2. Maximum number of enrollees for instruction at any one time are as follows:

a. Maximum Enrollment

Preschool	10	Middle School	14
Primary	10	Senior High	16
Intermediate	12		

b. The case contact for a teacher of the Academically Talented shall not exceed 70 students.

The Program for the Academically Talented

The program for the Academically Talented students is still in the formative stages in the Washoe County Schools. This category of exceptionality was added to the list of handicapping conditions by act of the 1973 Nevada State Legislature. To date, the Washoe County School District has implemented three pilot programs. These are: (1) a primary level program at the Alice Maxwell and Mt. Rose Schools, (2) a federally funded "Project Challenge" at the intermediate level at Peavine and Glenn Duncan Schools, and (3) a high school program serving the four high schools in the Reno-Sparks area.

All three programs utilize the resource teacher approach and classes are limited to students meeting one to two hours per day, four days per week. Students work on individual projects with teachers serving as facilitators preparing individual lessons and enlisting community resources to support and reinforce the program.



The program makes provisions for a detailed study and assessment of the student's previous educational experience and requires close cooperation between the resource teacher, the regular classroom teacher and the school principal. Parents of students enrolled in the program are involved from the beginning. Parent group meetings are held during the school year for the purpose of discussion and evaluation.

Hopefully, a future session of the Nevada State Legislature will provide more specific direction and funding that will allow the Washoe County School District to expand this program so that it can serve all of the Academically Talented students enrolled in our schools.

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POLICY IN RESPECT TO SPECIAL EDUCATION

The following policy, adopted by the Board of Trustees, May 23, 1961, outlines the role of Special Education Services in the total educational program of the Washoe County School District.

1. Any program we establish must have a spirit of joint effort of all and a working together to make the program successful.
2. Establishing the Program. The setting up of any program should be under the leadership of the Director, with the approval of the Superintendent, and with a thorough understanding by the principal. The content of the course, aims and direction should be the responsibility of the Director.
3. Selection of Students, Discharge or Promotion. The selection of who is to be included in the class, those to be withdrawn or promoted should rest with the Director. Certainly, he will want to talk to and work with both the principal and teacher.
4. Preparation of Budget and Purchases. This is the responsibility of the Director. Requisitions should come from the teacher to principal to Director.
5. Employment of Teacher. This should be a joint responsibility. The teacher selected should be satisfactory to both. The principal will have to work with her in his school as will the Director in his program.
6. Activities of the Teacher in the School. Assignment of duties to the teacher such as playground, hall or other duties is the responsibility of the principal. She is a teacher in his school and in her activities in the building, is responsible to the principal.
7. Discipline of Students. Discipline of students in the building or the playground is the responsibility of the principal.
8. Reports of Attendance. Reports of attendance are the responsibility of the principal.
9. The Director has the responsibility of coordinating the work of the Special Education classes. He must have the freedom of visitation and conference with the teacher. Certainly, he will want to make his presence known when he is in the building because he will want to work with the principal.

However, if the principal is in conference, out of the office, or out of the building at the time of arrival of the Director, the Director should be free to confer with his teacher because he should know that the principal would want him to do just that.

The three divisions responsible for supervision are individually and jointly responsible for insuring that the following practices are followed:

1. No child whose needs can be satisfactorily met in a regular classroom should be placed in a special class.
2. Every child is entitled to, and to the degree possible, is provided with a school program where he can experience success.
3. Each child placed in a special class shall be given continuous case study and evaluation.
4. In order to provide a large group of handicapped children with individual attention and programming, the educational program should be characterized by great flexibility.
5. The entire teaching and administrative staff of the local, county and state levels have a place in the program of Special Education.
6. The individual and his specific needs are a major consideration in education, but individual needs must receive special emphasis in the education of the handicapped. The general educational program is to be adapted to the child as dictated by the nature of his handicap.

PUPIL INFORMATION

Confidential folders containing pertinent pupil information are maintained on a continuous basis. The information contained is used in planning the current program and is cumulative in order to assist in educational and vocational guidance. Extreme caution is to be exercised to insure the confidential nature of this material, and when not in use, it should be filed in the office of the school principal. When a student transfers or leaves the Washoe County School District, it is requested that this information be sealed and sent to Special Education Services in the Administration Building.